CANADIAN COMMISSION FOR UNESCO
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YOUTH CONSULTATIONS

In preparation for the 5th Youth Forum of the 34th UNESCO General Conference

FINAL REPORT

September 2007

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I wish to personally thank the organizers of the Consultations: Maja Andjelkovic, Amélie Doyon, Amy Haysom, Christian Hudon, Kimia Ghomeshi, Wojciech Gryc, Jinny Mailhot, Alice Miro and Patrick Ste-Croix. Their work and commitment have made these consultations not only possible but also successful.

Also, special thanks to the facilitators and reporters of the Consultations, Caroline Albert, Vinita Banthia, Sophia Boutilier, Heidi Carrubba, Yasmine Charara, Dave Farthing, Christine Girard, Antoine Huss, Rebecca Jules, Sonika Lal, Angie Mapara, Mirco Plante, Dini Silveira, and Tabatha Soltay. Their help has been of the greatest importance in producing this report.

We trust this report will inspire others and that the ideas it contains will be well reflected at the 5th UNESCO Youth Forum.

David A. Walden
Secretary-General

EXECUTIVE SUMMARY

The Canadian Commission for UNESCO (the 'Commission') organized Youth Consultations in Montreal, Ottawa and Vancouver in preparation for the 5th UNESCO Youth Forum, to be held in Paris (France) from October 12 to 13, 2007. An online consultation was also organised to allow Canadians living outside those three regions to provide input.

Eighty-six young Canadians aged 18 to 30, representing a broad range of experience and a number of youth organizations from Canada, were selected to contribute their experiences, identify common concerns and contribute to the work of the Commission. Participants shared their vision and innovative ideas on this year's Forum's major themes: "Education and Economic Development", "The Contribution of Science and Technology for Sustainable Development – the role of UNESCO" and "Young People and the Dialogue among Civilizations, Cultures and Peoples".

The participants collectively deliberated on the actions that UNESCO and the Commission should encourage to promote innovative programs and strategies that address these important issues. They submitted several recommendations that served as a basis for this report.

The Consultations brought to the forefront principles – such as inclusion, partnerships, accessibility, full participation, respect and tolerance – as necessary fundamental features in moving forward on these critical issues. The following report presents the various action proposals put forth by participants as they pertain to each of the key themes addressed.

CONTEXT

Since the 1990s, the Canadian Commission for UNESCO has remained highly involved *with* and *for* youth (15-30 years old). Youth represent essential partners in building more just and peaceful societies. That is why the Commission makes certain that youth fully participate not only in the activities of the Commission, but those of UNESCO and in all other forums of civil society as well.

In 2002, the Commission created the position of Programme Officer, Youth. In addition, the Commission currently has youth members on its three sectoral Commissions (Education; Culture, Communication and Information; Natural and Social Sciences), on its Executive Committee. The Commission works with its Youth Advisory Group as well as with a vast network of youth organizations that clarify and guide the actions of youth engagement at the Commission.

The Youth Consultations, in preparation for the UNESCO Youth Forum, constitute one of the Commission's initiatives wherein young Canadians are invited to share their vision regarding UNESCO youth strategies in each of its sectors of activities. The delegates to the

4th UNESCO Youth Forum (2005), recognizing the need to consult more youth before the Youth Forums, recommended the organization of regional, national and local forums run by UNESCO National Commissions to identify regional issues and recommendations prior to the UNESCO Youth Forum (document 33 C/38).[1] The Canadian approach is thus innovative as Canada was among the first countries to implement a youth consultation process in preparation for the Youth Forum, in 2003. Since, the recommendations that arise from the Consultations serve as a basis for the formulation of Canada's position at the Youth Forum, held in Paris every two years prior to the UNESCO General Conference.

It is since 1999 that the UNESCO Youth Forum has united, at the UNESCO headquarter in Paris, youth delegates from Member States and NGOs. The delegates debate and develop the proposals for action, which are subsequently submitted in a final report to the UNESCO General Conference. Given that the General Conference is the supreme decisional body of the Organization, the UNESCO Youth Forum therefore constitutes a unique occasion for youth to participate actively in the work of the UNESCO General Conference and to have input on some issues being discussed therein.

This year's themes of Canadian Consultations are the same as those of the two ministerial roundtables (Education and Sciences) that will be held during the 34th UNESCO General Conference, namely: "Education and Economic Development" and "The Contribution of Science and Technology for Sustainable Development". This will allow participants in the 5th UNESCO Youth Forum to contribute to the work of the roundtables.

In addition, a third theme, "Young People and the Dialogue among Civilizations, Cultures and Peoples", was added to the agenda. This theme is the same as that of the six regional UNESCO Consultations that were held between 2006 and 2007 in various regions of the world – as a follow up to the recommendation of the 4th UNESCO Youth Forum mentioned above - and will give participants the opportunity to evaluate their outcomes. Two Canadian delegates, Kimia Ghomeshi and Benjamin Powless, participated in the 1st UNESCO Youth Forum for the Americas held in Acapulco, Mexico, from September 9 to 15, 2007. They have engaged in the consultation process to ensure continuity between the two events.

The 5th UNESCO Youth Forum thus represents a true opportunity to bridge the gap between youth and UNESCO and to influence the 34th General Conference, which will take place October 16 to November 3, 2007.

[1] The Report of the 4th UNESCO Youth Forum (2005), contained in document 33C/38, is available online at http://unesdoc.unesco.org/images/0014/001410/141042e.pdf

Objectives

The objective of the Youth Consultations was to recommend, both to UNESCO and the Commission, actions that would enhance the link between education and economic development; favor the role of science and technology for sustainable development; and encourage the dialogue among civilizations, cultures and peoples.

Ideas for action recommended during the consultations have been merged into this final report. They will be further studied by the Canadian Commission for UNESCO and will serve, among other things, to develop Canada's position at the 2007 Youth Forum and provide a framework to the work of the two delegates representing Canada at the Forum, Jinny Mailhot and Wojciech Gryc. They will also guide the activities of youth at the Commission in Canada in the upcoming two years.

The results will be shared with the members of the Canadian delegation to the 34th UNESCO General Conference, including those participating in the ministerial roundtables on behalf of Canada, and with all the Commission's members and partners.

Methodology

This report was prepared primarily from notes taken by the reporters.

RECOMMENDATIONS

I. Education and Economic Development

The recommendations below are based on the idea that access to quality education is a pre-requisite to economic development and to achieve the Millennium Development Goals, especially Goal 2 on Education for All.

Recognizing the importance of the principles embodied in the *United Nations Covenant on Economic, Social and Cultural Rights*, in particular, Article 13, participants raised the importance of all forms of education (formal, non formal and informal) in its implementation. It is also of great importance that in order to achieve sustainable economic development, the involvement and ownership of local partners and key stakeholders, including youth and those to whom the educational program is targeted, is promoted in all stages of project development. The necessity to foster networking and collaboration among the diverse networks, including youth networks, at all levels was also emphasized.

Recommendations

1. The role of existing "educational websites"[2] where teachers and other educators could easily and freely download ready-made lesson plans on a variety of topics related to UNESCO's mandated areas of Education, Natural and Social sciences, Culture, Communication and Information should be reinforced. Young people could act as ambassadors promoting the website tools in their networks, schools and communities. Through Web 2.0 technology built within UNESCO's website or using other avenues supported by UNESCO, young people could also provide on-going feedback regarding the efficacy and appropriateness of the tools and lesson plans presented. Furthermore, UNESCO and its partners should support innovative programs for teachers' training in order to ensure that they are equipped with the necessary tools and knowledge to provide quality education on economic and social issues. In line with its ethical principles, UNESCO should offer global education training for teachers around the world, adapted to their local realities, through workshops or toolkits. Finally, an enhanced promotion of the Open Training Platform of UNESCO's Communication and Information Sector, which contains training material for different actors and on a variety of issues, is strongly encouraged.[3]

2. In order to empower and enable individuals to become socially responsible citizens and act consciously for sustainable economic development, we encourage Member States to adopt a rights-based approach to incorporate human rights education. This should include education focusing on the *United Nations Convention on the Rights of the Child*, in primary and secondary school curriculum, and acknowledging that Member States recently reaffirmed the importance of this issue by adopting the *World Programme for Human Rights Education* and

[2] See http://portal.unesco.org/education and see for example: http://portal.unesco.org/education/en/ev.php-URL_ID=49335&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[3] To consult the Platform: http://opentraining.unesco-ci.org/cgi-bin/page.cgi?d=1

focusing implementation on its first phase (related to primary and secondary levels). Furthermore, as articulated in Article 42 of the above-mentioned Convention, States are called upon to make the rights contained in the Convention widely known, by appropriate and active means, to both adults and children. A review of existing curriculum should also include components that will give youth the tools they need to understand and act on global issues such as good governance, environmental sustainability, diversity, social justice and peace.

3. To facilitate the implementation of social education UNESCO should reinforce its efforts in developing youth-friendly documents and toolkits that popularize the information contained in its various publications. The publications "All different, all unique: Young people and UNESCO's Universal Declaration on Cultural Diversity", "10 Keys to the Convention on the Protection and Promotion of the Diversity of Cultural Expression" and "World Heritage in Young Hands" are excellent examples of how technical instruments or programmes can be translated to understandable words and actions. These instruments should also include concrete ideas to translate principles and priorities into action.

4. We believe youth have valuable contributions to share in the development of policy documents such as UNESCO's Draft Programme and Budget and Medium-Term Strategy. However, a limited comprehension of the various concepts is a barrier to the novice reader's ability to understand critical aspects of such documents. Recognizing that there are limitations to which formal documents can be modified in efforts to accommodate for diverse audiences, other opportunities should be sought to educate readers about the intricacies of the documents. For example, workshops on "How to Read Documents C/4 and C/5" could be offered at the UNESCO Youth Forum and/or by means of online tutorials offered on UNESCO's website. Similarly in the local context, some level of training amongst the Youth Advisory Groups would be pertinent, for instance prior to the next round of consultations on the 35 C/5 documents. In addition, Member States who do not currently consult youth/youth organizations on these documents are strongly encouraged to adopt such practices.

5. UNESCO, through its National Commissions and national partners, should reinforce its efforts to strengthen partnership opportunities with communities (including the private sector) and in particular, in those communities with minimal access to education, such as women, indigenous peoples and rural populations. These collaborations would further access and participation in education, and ensure that equal accessibility for all is a priority. Recognizing the specific needs of populations living in conflict zones and that a productive and peaceful learning environment directly contributes to enhanced educational opportunities, especially for women and girls, we encourage UNESCO to strengthen its cooperation with local authorities, non-governmental organizations and UN agencies working on the ground, in the spirit of the "One UN" approach.[4]

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[4] One Programme, One Budget, One Leader characterize the "One UN" approach and One set of management systems for UN organizations in one country. It was developed following the recommendations of the Report of the High-Level Panel on UN System-wide Coherence in the Areas of Development, Humanitarian Assistance and the Environment (HLP), established by the UN Secretary-General. There are currently eight pilots (Albania, Cape Verde, Mozambique, Pakistan, Rwanda, Tanzania, Uruguay and Viet Nam).

6. UNESCO, through it National Commisstons, should encourage the establishment of advisory groups, Model UNESCOs, or seminars in universities/colleges, offering students the support they need to become actively involved in the UNESCO priority areas that resonate with their personal values. Furthermore, these initiatives would also serve to raise awareness amongst young people on UNESCO's mandate and objectives.

7. To avoid duplication of effort and to benefit from past experience, it is recommended that an online directory of success stories with transferability potential be developed. Existing education programmes on cooperation and solidarity could also be included in this directory. Also, with a view to reducing resource duplication, UNESCO is encouraged to arrange for its National Commissions to facilitate setting up a national issue table in their respective countries involving the main actors in popular education. Since these actors are usually found at the local and regional level, this would help them share and take advantage of existing expertise. However, recognizing that only limited resources are available for such issue tables, it is suggested that National Commissions act as the resource and initial contact for their implementation.

II. The Contribution of Science and Technology for Sustainable Development – the role of UNESCO

Within the consultation, the roundtable on "The Contribution of Science and Technology for Sustainable Development" focused on the types of technical and scientific projects that may be used to promote sustainable development in the short- and long-term. It specifically addressed the question of what practices should be promoted and which should be resisted in moving towards environmental, social, and economic sustainability. The consultation questions narrowed the focus of sustainability to specifically address the challenge of climate change, but also encouraged participants to explore emerging issues in this realm. In addition, to actively and effectively promote sustainable development, it is important to focus on both intra- and international cooperation. Participants were asked to explore ways in which Canada can promote such collaboration, particularly to address climate change and its resulting environmental problems.

When discussing such collaboration, participants cited the importance of the Internet, and specifically using new forms of websites and online media. Social networking tools, real-time communication, and media sharing websites all play a crucial role in extending the ability of diverse groups to work together and overcome major social and environmental problems. Such a strategy can be effective in reconciliation efforts by bringing scientists from conflicting regions together to cooperate on projects that go beyond politics, to build a common understanding. With such a technical focus, however, conventional (such as television, radio, and photography) and community-based media cannot be discounted, especially with the ever-present challenge of the digital divide. UNESCO has an important role in ensuring that diverse views are respected and integrated into projects and consultations. Similarly, it should ensure that marginalized populations (including indigenous

groups, people with disabilities, and linguistic minorities) are involved in dialogue and have equal access to information, science and technology.

Finally, all populations from non-scientific backgrounds require full access to scientific and technical knowledge that is presented in an intuitive, comprehensible, and engaging manner.

Recommendations

1- It is important that UNESCO promote the necessary training that individuals, communities, and organizations need to adopt various technologies and forms of media. This applies to all technologies, from agricultural tools to information and communication technologies (ICTs). Without proper training, the benefits of adopting such technologies cannot be realized. For example, a lack of Internet literacy leaves computer users exposed to threats such as viruses, hackers, and spam, as well as risking potential opportunities for collaboration, information sharing, and the ultimate realization of knowledge societies. While this media and technical literacy is crucial at the community level, it would also improve the efficiency of governmental, non-governmental, and other institutional bodies.

2- Within indigenous and rural communities, it is crucial to provide technology-based capacity building opportunities, and promote sharing of locally relevant knowledge while identifying ways to protect its integrity. UNESCO should support the creation of a freely accessible database of best practices for traditional and indigenous communities. This database would commit to protecting all content from piracy, and thus encourage the further participation of these communities and foster increased collaboration.

3- In order to achieve a holistic approach to sustainable development, UNESCO should encourage cross-disciplinary and interregional collaboration and cooperation between students and young professionals in the hard sciences and social sciences for the creation, implementation, and evaluation of projects. The social sciences are a useful tool for understanding the societal implications of scientific and technological findings. In addition, technologies can be created that empower citizens to make socially and environmentally sustainable decisions. Such technologies can include tracking carbon emissions and the true cost of goods, as well as the normalization of international environmental standards and "green" product labels, to encourage more conscious consumerism.

4- With the support of UNESCO, new technologies and standards worldwide should be developed in a way that maintains compatibility with pre-existing tools, to resist the further exclusion of institutions and exacerbation of the digital divide. Maintaining such backwards-compatibility while further promoting open standards will allow for the adequate integration of all parties into cutting-edge networks and systems.

5- In light of various international agreements, such as the Kyoto Protocol, we strongly encourage UNESCO to play a role in furthering international cooperation specific to the transfer of technologies to support nations and institutions in achieving their environmental obligations. Such technology transfer allows recipient nations to build on current innovations and use existing resources to address other priorities. Furthermore, recipient nations should be granted the liberty to localize existing technologies and innovations to overcome global environmental challenges.

6- With UNESCO's support, partnerships should be realized between the educational system, youth, and NGOs in order to effectively integrate ideas surrounding sustainable living into schools and forms of mass media. For instance, providing informal avenues such as field trips, guest speakers, and extracurricular workshops can teach students about their connection to environmental issues. In the long-term, such ideas should be formally institutionalized as part of educational curricula and in a cross-disciplinary fashion. This can be achieved by creating an interactive space for educators to share best practices toolkits and lesson plans that address the issue at hand. Beyond the educational paradigm, youth-driven media and scientific innovations that address sustainability should be heavily promoted in local and widely disseminated forms of media. A specific example of this would leverage the support of UNESCO to better recognize the International Day of Science for Development in school settings.

7- Considering the central role of UNESCO in establishing programmes around biodiversity and marine sciences (such as the Intergovernmental Oceanographic Commission, the Global Ocean Observing System, and the World Network of Biosphere Reserves), it is recommended that further emphasis be placed on the development and reinforcement of policy and observation programmes that will better account for the anthropogenic threats to all ecosystems.

III. Young People and the Dialogue among Civilizations, Cultures and Peoples

Participants focused on how to use intercultural dialogue to promote and encourage cultural diversity both in Canada and internationally. They also discussed the specific role of UNESCO and of young people in promoting such dialogue.

Referring back to the activities and principles of the *International Year of Dialogue Among Civilizations* (2001) and UNESCO's *Universal Declaration on Cultural Diversity* (2001), the young people emphasized UNESCO's efforts in defining the principles to guide dialogue among civilizations, cultures and peoples. They accordingly noted that the challenges now lie more in transmuting these principles into *action* and then *following them up*. Hence, they underlined that increased monitoring and evaluation need to be implemented at the country level to keep track of commitments by Members States and also at UNESCO's headquarters in this regard.

The young people consulted also mentioned the importance of promoting intercultural and inter-religious dialogue to young people, including Aboriginal youth, about various themes such as the environment and developing a culture of peace. They also reiterated the role of local structures, especially schools, non-governmental organizations and municipalities, in promoting such dialogue.

Partnerships, mentoring and the development of awareness-raising activities by and for youth were repeatedly mentioned as indispensable conditions for promoting dialogue and education in other cultures, particularly at the national level. Such activities should be conducted in a respectful and safe atmosphere conducive to discussion.

Recommendations

1. Given the important role that intercultural dialogue plays in improving understanding about the common issues and values reiterated in the *Global Agenda for the Dialogue Among Civilizations,*[5] Canadian youth recall the need to encourage youth exchanges, as suggested by article 26 of the *World Programme of Action for Youth to the Year 2000 and Beyond.*[6] They recommend that the UNESCO National Commissions support the holding of a national forum on international youth exchanges to discuss the objectives for such exchanges, their apparent impact and related monitoring efforts. Such a national consultation would help make international youth exchanges more effective tools of intercultural dialogue.

2. To foster dialogue among young people, facilitate the sharing of good practices and institute dialogue both among the minorities within Member States and between the Member States themselves, we recommend that UNESCO make maximum use of new information and communication technologies (ICTs) to engage young people. They suggest that National Commissions should focus on using virtual consultative and interactive information-sharing tools, such as discussion forums, online magazines and Web portals, to circulate information concerning UNESCO's mandates and activities. Similarly, UNESCO's flagship publication, *The UNESCO Courier*, should contain a section where one or more youth initiatives relating to the featured theme could be highlighted.

3. Young Canadians recognize the potential role of the International Day of Cultural Diversity as a means of promoting education about other cultures and a platform for encouraging intercultural and inter-religious dialogue. They therefore recommend that UNESCO and its National Commissions, in partnership with local organizations, strengthen the Day's activities and their dissemination. It is also suggested that the National Commissions and UNESCO use the 2008 celebration as a platform for sharing information about the traditions of the various national ethnocultural groups.

4. Recognizing the important role young Canadians play in appreciating diversity, UNESCO, with the support of its National Commissions, should ensure they have opportunities to develop creative ideas on how to put this into action (eg: a festival promoting cultural diversity, a play, art work, or films that could be shown in cultural spaces throughout the country). As an example, they suggest the launching of a youth-led documentary competition coordinated by UNESCO headquarters and supported by National Commissions working with appropriate partners (TV Networks, Film Boards, etc.) as a tool to promote cross-cultural dialogue, especially in light of today's religious and ethnic intolerances, impact of globalization and trade issues, gender issues, climate change and innovative use of information technology.

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[5] UN General Assembly, Resolution A/RES/56/6
[6] UN General Assembly, Resolution A/RES/50/81

5. UNESCO should maximize its support for the creation of toolkits and training programs for youth to become leaders in their communities and leading cross-cultural dialogues. It should also support organizations working to develop such tools. Toolkits such as *All different, all unique: Young people and UNESCO's Universal Declaration on Cultural Diversity*, *10 Keys to the Convention on the Protection and Promotion of the Diversity of Cultural Expression* and *World Heritage in Young Hands* are excellent examples that contribute to promote cross-cultural understanding and respect for diversity, including tangible and intangible cultural heritage.

6. In view of the recent upsurge in intolerance within society, we reiterate our proud support of the International Coalition of Cities Against Racism initiative. We recommend that the National Commissions strengthen their support for the spread of this Coalition and its objectives and encourage local groups to identify with them. Tools to train teachers, elected officials, community leaders and the general population should be produced and distributed by the National Commissions to improve understanding of how a given city can become involved in the Coalition. This UNESCO initiative is an example of networking and it is important to make the maximum effort to publicize it more.

7. Given the importance of preparing for discussion at international gatherings and the sometimes-restricted opportunity for young people at such conferences, the Canadian youth recommend that UNESCO create a virtual tool to disseminate information and enable young people to actively participate before, during and after the holding of major UNESCO-organized international gatherings. A particular effort should be made to make such a tool available for the next UNESCO Youth Forum in 2009.

General Conclusions

The youth consultations resulted in many ideas and recommendations. Guided by the various themes – "education and economic development," "the contribution of science and technology for sustainable development – the role of UNESCO," and "dialogue among civilizations, cultures and peoples," the young people contributed their knowledge and expertise to developing a position for UNESCO's fifth Youth Forum as well as a number of recommendations pertaining to the Organization's activities.

The young people's recommendations reiterate key principles, such as: access to education; the importance of quality education in fields as diverse as human rights, economic development, science, and the environment; training teachers and other key community resources; inclusion, intercultural tolerance and respect for difference; environmental protection; the right to development and decent living conditions; fostering appreciation for local and traditional knowledge; and activist involvement by young people. The importance of focused action on certain marginalized groups and the need to develop/strengthen partnerships with the local organizations concerned were other major discussion topics.

As well, the potential of educational initiatives using new information and communication technologies (ICTs) also gave rise to much discussion. The participants were in agreement on the growing role of ICTs and affirm the importance of using them to disseminate news about existing projects (good practices), provide information on given themes, and facilitate networking between groups and individuals with similar interests on the basis of all the fields discussed.

The importance of promoting intercultural dialogue in all UNESCO's spheres of action is once again stressed. Young people very much agree that exchange and communication at all levels – local, national and international – between young people of different ethnocultural backgrounds is needed to meet the international objectives of peace and development.

During the discussions, the participants warmly acknowledged the efforts by UNESCO and the Canadian Commission for UNESCO to give young people a central role in the consultative process, thereby helping to strengthen their presence within international decision-making bodies and the organizations of civil society and to recognize the particular talents of youth in various fields of interest.

APPENDIX A
LIST OF PARTICIPANTS

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Emmanuelle Marceau (M.A. Ethics and Philosophy, L.L.B. Law) Philosophy teacher, College level and at *Université de Sherbrooke*; Canadian Commission for UNESCO's Youth Advisory Group

Justin Martel Student, Montreal HEC

Denis Mimeault (B.Sc. Forest and Environmental Management) Scientific Educator, *La Boite à science*

Alice Miro (B.Sc. Integrated Sciences - Ecology, Geography, and Economics) Manager of Foundations Relations, The Food Project; Canadian Commission for UNESCO's Youth Advisory Group

Karine Morin (M.A. Business Administration in International Management, B.A. Commerce) Senior Advisor, Latin America & India issues, Earth Sciences Sector, Natural Resources Canada

Justin Muir (B.A. Visual Arts) Business Manager, Federation of Canadian Artists, Granville Island; President, Helen Pitt Gallery; Member, Board of directors, Assembly of BC Arts Councils; Founder, Balcone

Mirwais Nahzat (B.A Public Policy and Governance) Program Officer, World University Service of Canada (WUSC); Founder and President, Afghanistan Peace Ambassadors (APA)

Erin Nesbitt (M.A. Adult Education, B.A. International Development) Youth Engagement Manager, Youth Challenge International

Kara O'Brien (B.A. Arts & Science) Girl Engagement Coordinator, Girl Guides of Canada

François Ouimet Liaison Officer, *Fédération de la jeunesse franco-ontarienne* (FESFO)

Ajmal Pashtoonyar (B.A. Political Science) Student LL.B. (Common Law), Faculty of Law (University of Ottawa); Youth Outreach Officer, Afghanistan Inter-Departmental Communications & Information Services/Afghanistan Task Force, Department of Foreign Affairs and International Trade

Mirco Plante (M.Sc. Pharmacology, B.Sc. Biology) Biology teacher, College level

Sanya Pleshakov (B.A. History Major and Spanish Minor) Exhibit Researcher and Writer, AldrichPears Associates

Benjamin Powless Student, B.A. in Human Rights, Indigenous Studies and Environmental Studies (Carleton University); Canadian Youth Climate Change Coalition; Canadian Commission for UNESCO's Youth Advisory Group

Ziadh Rabbani Student, B.A. in International Development Studies (University of Ottawa)

Paula Richardson (M.A. International Conflict Analysis and Conflict Resolution, B.A. Gender and Development) Program Officer for CHF (formerly known as the Canadian Hunger Foundation)

Erika Shea (M.A. Canadian Studies, B.A. Political Science)

Dini Silveira (B.A. International Development and Environmental Studies) Program Assistant, Emerging Leaders, Canadian CED Network (CCEDNet)

Adrienne Smith (B.A. Women Studies and Anthropology) Programme Officer, Apathy is Boring

Tabatha Soltay (MSc Environmental Change and Management) Policy Analyst, Science & Technology, Environment Canada; National Vice-Chair, Environment Canada's Action Network (ECAN)

Patrick Ste-Croix (M.A. Project management**,** B.A. Psychology) Officer, Health Program Transfer, FNIHB, Health Canada; Canadian Commission for UNESCO's Youth Advisory Group

Cameron Stiff Student, B.A., Major in Sociology (Concordia University); Canadian Youth Climate Change Coalition

Zoe Todd MSc Student in Rural Sociology (University of Alberta); Global Education Assistant, University of Alberta International's Global Education Program

Jimmy Ung Student, B.A. Industrial Relations (Université de Montréal); Vice-President, *Forum Jeunesse Laval*

Mélissa Verrier Daunais (College diploma, Special Education)

Mark Vonesch Founder and Director, Reel Youth

Ivan Watson (B.A. Political Science, Leadership Victoria program) Student, M.A. Organizational Development and Leadership; Communications professional, BC Government's Public Affairs Bureau

Stéfanie Wells (B.A. International Studies and Modern Languages) Student, M.A. Urban Planning (*Institut d'urbanisme de l'Université de Montréal*)

Jonathan Williams Student, B.A. International Development and Globalization (University of Ottawa)

Christina Wong (B.A. Environment & Society, Drama, and East Asian Studies, M.A. with Arts Education) Student, Ph.D. Ethnomusicology; Writer and director

Joanna Wong Environmental Youth Alliance (EYA)

Jennifer Yao Student, International Baccalaureate, *Sir Winston Churchill Secondary School*

APPENDIX B
PARTICIPANTS' BIOGRAPHIES

Caroline Albert

Bachelor in Economics with a master's in International Relations, Caroline Albert has accumulated various experiences in line with international and community development as well as with the protection of women's rights. Originally from Caraquet, New Brunswick, Caroline specialized in regional development issues throughout her studies in economy. She was an analysis-researcher for the Premier's Action Committee for the Economic Development of the Acadian Peninsula. In the international sphere, Caroline had the opportunity to do three mandates as a volunteer in Western Africa (Gambia and Benin) and in Latin America (Cuba) where she worked with many organizations including Amnesty International and the African Union. Upon her return to Canada, Caroline devoted herself to cooperatives with the Canadian Council for Cooperation as the program manager for the *Initiative de développement coopératif.* Still very much involved in the community, Caroline has, since her arrival in Ottawa two years ago, undertaken a volunteer position as a member of the Canadian Commission for UNESCO Youth Advisory Group and sits on the Advisory Committee of the *Alliance des femmes de la francophonie canadienne's* project *Action Femme-pauvreté.* Since May 2007, Caroline has been working as an international development officer at the Canadian International Development Agency.

Manjula Alles

Manjula Alles is a project officer with the Canadian Public Health Association (CPHA), working on the Strengthening of Public Health Associations (SOPHA) program through supporting the capacity development of partner Public Health Associations in low- and middle-income countries. His prior experience includes several community development initiatives related to child and youth health, education and engagement in cross-cultural settings. These include his work with the United Nations Association in Canada (UNA-Canada) on the *Sport-in-a-Box* project; his role as Project Coordinator in Mali with Right To Play, responsible for the sport and play for health and development program in Mali; and as the project team leader for youth programs at the Native Friendship Centre of Montreal (NFCM), working with First Nations, Métis, and Inuit youth, adults, and elders. Manjula possesses a keen interest and technical background in health based biotechnology fostered through his work in molecular biology for both private and public research institutions in Montreal, Canada. He is highly motivated and engaged in the area of science and technology for development and is particularly interested in how policy manifests into practice through a civil society perspective. Manjula holds a Masters of Science degree in Science and Technology Policy from the University of Sussex, Brighton, England. He obtained his B.Sc. in Biology and a graduate certificate in Biotechnology from McGill University in Montreal, Canada.

Nicole D. Allison

Nicole Allison is a 19-year-old Carleton University student originally from St. Catharines, Ontario. She is in her first year of studies in Political Science and Film. She is the current Ontario Youth Engagement Coordinator for Creating Local Connections Canada, a program

through the youth-driven TakingITGlobal, a leader in Information and Communication Technologies (ICT). She is also very involved with Amnesty International Canada, currently serving as Youth Campaigner for Singapore and Malaysia. In the past, Nicole has been involved with the Canadian Council on World Affairs Canada and has participated in many conferences and events concerning children's rights, economic development and youth leadership. Her specific area of expertise is in using ICT as a method for connecting young people and encouraging them to take an active role in shaping their societies. Her other interests include foreign policy, international security and human rights. She hopes that one day she can represent Canada on the United Nations Disarmament Commission. In her spare time, Nicole enjoys playing and watching sports, especially basketball, soccer and cricket.

Maja Andjelkovic

Maja Andjelkovic's work focuses on information and communications for development. Having spent over four years with the International Institute for Sustainable Development, she's currently the counselor for Canadian Affairs with the World Bank Group. Previously, she worked in the private sector, developing Internet technology used to track public opinion. She has successfully managed collaborative policy research projects, developed training materials and delivered workshops on networks, project management and research methods, and conducted feasibility studies and project evaluations. During the World Summit on the Information Society, she steered the work of the youth caucus and coordinated its gender strategy. Based on this, she has served as an advisor to the World Bank and the Canadian Commission for UNESCO on their youth activities. Maja holds a Bachelor of Commerce degree from Queen's University and an LLM in International Law (with Distinction) from the University of Kent. Her work focusing on Internet governance was recognized with Kent Law School's Achievement Prize.

Miriam Asselin

Miriam Asselin completed a degree in Communication at UQAM in 2001. She a master's in Communication at that same university. After her degree, Miriam alternated between travels abroad and contracts in the cultural industries to finally become technical authority at CIBL Radio-Montreal in 2003-2004. In late 2004, she completed an internship at Radio Gambidi, a community radio in Ouagadougou, Burkina Faso. After her experience with community media, she became very interested in social economy and decided to get involved in that area. After experiences with organizations such as *Chantiers Jeunesse*, she developed skills in leadership and training. Miriam joined the *Réseau de la coopération du travail du Québec* in 2007 as a development officer for the CJS (youth service cooperatives) network. The CJS project enables young people aged 14-17 from all Quebec regions to launch a work cooperative, thus giving them work during the summer holidays. As part of her work, Miriam sits on the *Forum Jeunesse de l'Île de Montréal.*

Aisha Azad

Aisha Azad is a third-year UBC student pursuing a Bachelor of Arts degree with a major in English. She is currently taking courses in English, French, Classical Arabic, Hindi and Urdu. Her love of languages, travel and culture has sparked interests in the world of global

business, social entrepreneurship and international development. She has a passion for human rights, gender equality and education and is working with CIDA as a youth speaker to raise awareness about these issues and also as an outreach and fund development assistant at Surrey Women's Centre. Aisha is also the assistant manager at her family owned and operated East Indian and Islamic wear boutique, Bombay Collection Ltd.

Amanda Aziz

Amanda Aziz is serving her second term as the National Chairperson of the Canadian Federation of Students (CFS), Canada's largest student organization. Amanda became active in the student movement at the University of Manitoba in Winnipeg, where she served as President of the University of Manitoba Students' Union (UMSU) for two years and as a councillor for several years. Her work at the CFS focuses on advocacy and representation on behalf of over half a million students, fighting for high-quality post-secondary education, accessible to all people. Prior to her involvement in the student movement, Amanda was very active in a number of campus and community groups and issues, with a focus on environmental sustainability and human rights. On campus, Amanda worked with the University of Manitoba Recycling and Environmental Group for a number of years, helping to implement and expand recycling programs on campus, as well as hosting awareness-raising events. She learned about social justice and equality issues through her involvement with the University of Manitoba Students' Union's Women's Centre and was also an active volunteer with Amnesty International, World University Service of Canada and No One is Illegal–Winnipeg. She is committed to working for social justice and, in particular, advancing human rights and the rights of refugees worldwide, and has a keen interest in travel and photography. Amanda has a bachelor's degree in Economics and Environmental Science from the University of Manitoba.

Robert Ballingall

Robert Ballingall just finished his BA in Political Science at the University of Alberta and is looking forward to starting a master's in Political Philosophy this fall. He has been concerned both academically and personally with intercultural dialogue for some time and is excited to hear what other concerned people have to say on this topic. At school, he has worked as a residence floor coordinator and during the summers as a camp counsellor, occupations which have certainly underlined the delicacy and necessity of promoting substantive discussion on issues of common values. He feels that society seems especially prone to skirting this type of dialogue, which makes our efforts all the more worthwhile. When not promoting intercultural discussion (which is, admittedly, the vast majority of his life), he tries to spend his time with good friends in the wilds of BC, reading books and, when he finds the strength of will, in meditation.

Vinita Banthia

Vinita first gained a keen interest in international affairs and ethical development when she attended her first Model UN conference in Grade 10. Since that, she has attended many such conferences locally and internationally at both the high school and university levels. As well, Vinita took the initiative to start an annual, local conference with a few other students. By attending conferences and writing and reading background guides for different committees,

she has explored the topics of racial discrimination, malaria and TB, rebuilding Afghanistan, and many more. Vinita is a high school graduate, going into the Science One Program at the University of British Columbia.

Lisa Baroldi

Lisa Baroldi has a combined Honours BA from the University of Alberta and an MA from the Norman Paterson School of International Affairs in Ottawa. While her BA thesis was a discursive analysis of the effects of a globalized wine industry on French culture and society, Lisa's MA thesis entitled "Making Canadian Cultural Policy: The Culture/Trade Quandary and the New International Instrument on Cultural Diversity (NIICD)" focused on policy, particularly the Canadian government's plan to pursue a UNESCO Convention on cultural diversity. Lisa is passionate about cultural diversity. Through her studies, volunteer work, and everyday life, Lisa seeks to generate dialogue about culture to help foster cultural understanding within and outside of Canada.

Jacob Bayless

Jacob Bayless has always sought ways to mix his keen interest in science with his passion for social issues. Throughout high school, he co-chaired the Global Issues club, and was active in the Environmental club and Physics club, organizing a food drive and a bike-sharing program. In the summer of 2005, he was invited to attend the International School for Young Physicists in Waterloo, Ontario, where he learned theoretical physics alongside other students from around the world. The next year, Jacob worked as an intern for the Sierra Youth Coalition, where he helped to run a summer retreat for youth to learn about major global issues with an emphasis on environmental sustainability. Jacob is currently studying Science and Engineering at the University of British Columbia, and hopes to apply his knowledge in pursuit of a more sustainable future.

Tom Bielecki

Tom Bielecki is an 18-year-old Engineering student at the University of Calgary. He has volunteered with several businesses and organizations around campus and the city of Calgary. Involved in several clubs around campus, Tom is striving to reach his goals of improving the quality of life of others, lowering his impact on the environment, and promoting sustainable development. He is currently working on projects such as NASA's Space Elevator project, and the 2009 Solar Decathlon, which is a competition to design, build, and operate the most attractive and energy-efficient solar-powered home. His lifestyle is marked by efforts to become a "green" citizen, and his older sister is an industrial designer who works with LEED standards. He is a frequent visitor of several environmental and sustainable design websites, and reads scientific magazines and papers quite often. Tom is a member of both the Engineering Students' Society (ESS) and the International Society for Optical Engineering (SPIE). He is enthusiastic about his input in the UNESCO Canadian Youth Forum, and hopes to continue his involvement in the organization in the future.

Gorana Botic

Gorana Botic is currently enrolled in her first year at the University of Ottawa in International Development and Globalization. She has worked alongside many different youth organizations within her community such as the Mayor's Youth Advisory Committee (MYAC), the local Z-Club, the Canadian Cancer Society, Students Against Violence Everywhere, the MS Society of Canada and the Peel Environmental Youth Alliance (PEYA). Gorana has been actively involved in numerous youth-related issues, such as sustainable development within underprivileged countries. In August 2006, she was one of 25 youth who participated in a Mission Education Encounter Trip (M.E.E.T.) in the Dominican Republic as volunteer working within diverse communities. This trip opened her eyes to the development issues in third world countries. Based on her view that language is key to understanding different cultures, Gorana is studying Spanish, French, and Italian at school. This past May, Gorana organized a SPARC (Speak Positively About Real Change) Conference for youth. This enabled youth (ages 14 to 18) to come together, expand their knowledge about the issue of poverty and learn how to become leaders in order to initiate change and build a sustainable future.

Sophia Boutilier

Sophia Boutilier is 20 years old. In the spring of 2008, she will complete her undergraduate degree, with a major concentration in International Development Studies and a minor in Education, at McGill University. In particular, while she is sure these will change and expand alongside her life experiences, Sophia's interests include the effects of education with respect to health and identity/self-perception; women's issues and gender interaction; and the social consequences of changing educational content—potentially bridging or forging gaps—for youth among and across regions. The real beginning of her international experience was in 2003 when, for five months, she lived, worked and studied aboard a tall ship sailing in the South Pacific. Recently, Sophia completed a three-month internship in rural Kenya, where she worked in a primary school and with a women's group on a micro-income generation project, as well as conducted community-sourced (interview-based) research for the NGO Africa SOMA. Teaching in the local primary school complemented her academic training education, as well as her experiences presenting non-violent communication techniques to young people in her hometown of Victoria, B.C. Following her graduation, Sophia intends to pursue a master's program and continue her work with development organizations at any and all levels and locations. The Canadian Commission for UNESCO Youth Consultation is Sophia's first experience with a United Nations-related organization. She is looking forward to the beginning of an ongoing educational and productive relationship with the Commission and UNESCO. Furthermore, Sophia is excited to meet with the other delegates at this consultation, and gain inspiration and insight from their experiences and ideas.

Farrar Brodhead

Farrar Brodhead is currently based in Victoria, B.C., though she has called many other places in Canada and the world home. She graduated from Trent University with a degree in International Development and Cultural Studies, and more recently completed her graduate degree in Peace and Conflict at Royal Roads University. For the last five years, she has worked with the Canadian CED Network as their Emerging Leaders Youth Committee

Coordinator, in addition to coordinating the new International Committee. One of her passions is facilitation because of the role it can play in encouraging people to talk and connect in new ways. Her other passions include travel, getting out into the wilderness and learning languages.

Heidi Carrubba

Heidi Carrubba is completing her MA at the Norman Paterson School of International Affairs at Carleton University. She has remained an active volunteer in public engagement with Engineers Without Borders and worked at their National Office on an internship this summer. Her personal passion lies in the co-leadership of the Global Citizenship Conference Initiative, which facilitates the coming together of a number of faculties to discuss the interconnections between the fields. She has been a member of the Youth Advisory Group and just returned home from the International Youth Forum on Peace in Egypt, where she visited two more of the UNESCO World Heritage Sites!

Yasmine Charara

Yasmine Charara has training in early childhood education. She has been a teacher at different elementary schools in the Montreal region and a remedial teacher in a school with a high rate of immigrants for several years, even during her studies. Currently a student in Social Economy, she is completing a master's degree in Environmental Education. She is a member of Oxfam Quebec's youth coalition, and engaged in various solidarity movements; her thesis studies the place of education as a means to stimulate community engagement and the management of education programs in emergency situations. Yasmine just returned from a stay in Dakar where she accompanied seven teachers. Co-designer of environmental itineraries for teachers that aim to better integrate the students' environment into educational situations, Yasmine is also a member of the "green network" and the "school-family-community network" of her school board.

Maryève Charland-Lallier

Maryève Charland-Lallier is the Quebec coordinator of the Sierra Youth Sustainable Campuses Project. She is currently doing her master's degree in Environment at the Université de Sherbrooke and is writing her essay on the application of the French experience of "Territoires durables" (sustainable territories) in the Eastern Townships in Quebec. Bachelor in Communication, Writing and Multimedia from the same university, Maryève was the coordinator of her university's student association for a sustainable campus. Member of the Committee for institutional sustainable development and founder of the student "table de concertation" [issue table] for sustainable development, she gave numerous presentations and training sessions on themes related to sustainability. Maryève developed a centre to help students from different backgrounds learn about sustainable development, was in charge of her students' association newspaper and contributed to the organization of the international rendez-vous on the applications of sustainable development in Sherbrooke in June 2007. Interested in international cooperation, she completed a four-month internship in Environment in Peru where she worked in collaboration with the local organizations of a marginalized community. Maryève is a member of the board of *Conscience Équitable*, a non-profit organization working with cooperatives from Equator, Guatemala and Mexico to

import and distribute products made according to the principles of faire trade. She is passionate about ecotourism, social and environmental issues and governance.

Alex Chernoff

Alex Chernoff resides in Winnipeg, Manitoba, and is currently pursuing studies in Agricultural Economics at the University of Manitoba. Alex is a member of the Canadian Community Economic Development Network's (CCEDNet) Board of Directors (since 2006), and currently sits as Co-Chair of Emerging Leaders, a youth committee within CCEDNet. From 2004 to 2007, Alex lived in St. John's, Newfoundland and Labrador (NL). During this period, Alex worked for the Office of the Child and Youth Advocate, House of Assembly– Province of NL (2006-2007), and held the position of Executive Director with FINALY!– Futures in Newfoundland and Labrador's Youth (2004-2006). In 2001, Alex led 20 youth in the development of a skateboard park in the remote northern community of Inuvik, NT. Other highlights of Alex's career in youth development include youth outreach work in Toronto (2004) and the development of a dynamic youth volunteering resource at his alma mater, Renaissance College, University of New Brunswick (2002). Alex is also a member of the Canadian Commission for UNESCO Youth Advisory Group. Alex worked internationally as a biology research assistant in Pando, Bolivia in 2003, and completed an academic internship in Bhutan with the Ministry of Agriculture in 2002.

Anshula Chowdhury

Anshula Chowdhury, 19, is currently attending Carleton University. She was a participant in the Jamaica-Canada Youth Exchange run by the Canada World Youth (CWY) program from 2006-2007. During this time, she worked with UNICEF Canada, as well as a nursery school in Jamaica. She has continued her participation in CWY by organizing recruitment events for youth. She has also worked as a speaker with Project Equity on genocide awareness issues, motivating youth to participate in the Scream for Darfur Rally. Her experiences influenced her to co-found a non-profit organization called "Operation: Education," which seeks to educate youth about international development issues. She hopes to continue promoting positive youth involvement on social issues while completing her degree in Political Science and Economics.

Nicholas Clermont

Nicholas Clermont is an MBA student at Université Laval. Graduate in Mechanical Engineering, he started his university's chapter of Engineers Without Borders. As a member of this organization, he distinguished himself by implementing an awareness-raising process to introduce international development primers within the engineering curriculum. In 2006, Nicholas was awarded the student gold medal of the Canadian Council of Professional Engineers, one of the highest distinctions in student engineering.

René Coignaud

René is Executive Director of the Youth Environmental Network (YEN), a national by-youth, for- youth organization, developing youth engagement for the environment. Co-founder of the Network in 2001, René was on its Board before he led the One-Tonne Challenge micro-grants program of the YEN that supported sixty youth-led, youth-run initiatives all across the country in 2005-2006. In 1994, he became involved in Quebec's largest youth environmental organization, *ENvironnement JEUnesse* and was on its Board (2001-2006) before he became President (2005-2006). He's been very actively engaged in environmental policies and promoting youth engagement. He was a member of Environment Canada's Youth Round Table (1999-2000) and took part in over a dozen public hearings and parliamentary commissions. He participated in two international UN conferences on the Kyoto Protocol before organizing the participation of 100 youth from around the world in the Montreal Conference in November 2005. Before he returned to the YEN in January 2007, René did a six-month internship in Paris with the United Nations Environment Programme on youth and sustainable consumption.

Jennifer M. Czincz

Jennifer is a fourth-year Ph.D. student in Clinical Psychology at the University of Ottawa. Her doctoral dissertation involves the development and implementation of efficacious treatment programs that will benefit children who have experienced sexual abuse. Additionally, she provides individual and group counselling to clients dealing with psychopathology or hardship. Jennifer is passionate about applying her research and clinical skills to the area of international development and increasing the visibility of psychology at the global level. She was recently awarded the Presidential Scholarship at a symposium held at the United Nations Headquarters in New York based on a paper she wrote entitled "From Process to People: the Challenge of Change at the United Nations". As a component of this scholarship, she will be sent as a delegate to the Global Forum on Youth and ICT for Development to be held this fall at the United Nations European Headquarters in Geneva. She is currently establishing a project that will use photography as a means of exploring the acculturation process of refugee children who have recently settled in Ottawa.

Amrit Dhatt

Amrit recently completed an MA in Sociology and International Development from the University of Guelph. Her research focused on conflict, gender, and human rights in South Asia. More specifically, Amrit examined women's roles in the ethno-nationalist conflicts of Sri Lanka and Kashmir. In 2005, she worked in Sri Lanka with an eco-cultural organization that worked on issues of economic development and sustainability. She had the opportunity to co-author a report on the Sri Lankan government's initiatives to create an environmentally sustainable tourism industry. Amrit has an undergraduate degree in Sociology and Communications from Simon Fraser University. Currently, she is working as an editor for a local South Asian-influenced magazine called INDI that covers the arts, urban lifestyle and culture, as well as social justice issues.

Amélie Doyon

Amélie Doyon earned her master's degree in International Relations from Laval University in Quebec City. She studied the reconstruction of health services in Afghanistan and is currently interested in the protection of young people's fundamental human rights. She has been involved in a number of non-governmental organizations including Doctors Without Borders, UNICEF and Frontier College. She served the United Nations in Senegal with the Integrated Regional Information Networks as an intern. Amélie has been a member of the Canadian Commission for UNESCO's Youth Advisory Group since 2005. She is currently working with the Canadian Red Cross in disaster management.

Jean-Sébastien Dufresne

Jean-Sébastien Dufresne is the founder and coordinator of the *Réseau citoyen de solidarité Iciéla*, a non-profit organization aimed at encouraging civic engagement in the promotion of intercultural dialogue in order to build a more inclusive and peaceful society. He considers citizen engagement and social entrepreneurship a voice to prioritize to develop links between citizens here and abroad, especially young people. In 2003, he founded *Iciéla*, through which he developed, with the support of volunteer committees, activities of intercultural sharing and a project of transnational solidarity in collaboration with a community in Mali. Jean-Sébastien hopes to launch innovative but complementary approaches allowing the sharing of a solidarity message among cultures. In 2007, he was elected president of the *Forum jeunesse de l'île de Montréal*, an organization representing more than 500 youth groups at the municipal level. He is currently doing a master's degree in Management and Cooperative Development at Université de Sherbrooke, an MBA in Community Economic Development at Cape Breton University and an MBA in Management of Communication and Information Technologies at Université Laval.

Willow Dunlop

Willow Dunlop was born on a communal farm on the upper Sunshine Coast, and was raised in a tight community of Vietnam draft dodgers and homesteading idealists. Growing up, Willow found herself somewhere in the great divide between the dominant culture of small-town, resource-based industry and the Kla'amin First Nation, whose ancestors have been part of that land for thousands of years. Willow's sense of identity, notions of social justice and internal questions about activism grew out of these early experiences. Like many teenagers in rural Canada, Willow was drawn to the city by the appeal of a post-secondary education and spent the next years completing her BA at Simon Fraser University. While that piece of paper confers a degree in English and Humanities, Willow's interests and work have been centered on finding creative ways to encourage peers to be self-aware, well-informed and engaged participants in the world. Over the last seven years, Willow has travelled between her hometown and Vancouver working as a peer-support worker, educator/facilitator, and program coordinator. Willow currently works for the Youth Community Outreach AIDS Society (YouthCO), coordinating a provincial youth-driven HIV/AIDS prevention education program.

Christopher Evans

Chris is a mechanical engineer from Winnipeg, Canada. Currently, he is pursuing an M.Sc. in the Technology and Policy Program (TPP) at the Massachusetts Institute of Technology in Cambridge, Massachusetts. His interests are related to sustainable development, energy, technology and society. He co-founded the Engineers Without Borders chapter at the University of Manitoba and was named a Young Canadian Leader for a Sustainable Future with the International Institute for Sustainable Development. Chris has been a member of the Canadian Commission for UNESCO's Youth Advisory Group since 2005. He enjoys a good game of volleyball and still roots for the Jets.

Marella Falat

Marella is interested in an interdisciplinary approach to problem solving and hopes to engage in a variety of committees with different focuses to broaden her perspective. Her background is in environmental, economic and social issues groups, and has led her to study at the University of British Columbia, pursuing a degree in Global Resource Systems with a focus on sustainable agriculture and food systems. She hopes to work in the sustainable food systems sector in Latin America and eventually practise in the field of natural medicine. Marella has worked as an advisory member for the Columbia Basin Trust Youth Advisory Committee, as well as coordinating multiple projects in her region of the Kootenays. She is currently coordinating Columbia Basin Trust's Basin Youth Action Forum called "Contact" to be held in October in Kimberley, BC.

Dave Farthing

Dave Farthing has been dedicated to creating safer communities and schools across Canada for over 10 years, and he continues to advocate non-violence and promote conflict resolution. He was a pioneer in establishing peer mediation and peer counselling groups while attending high school in Ottawa, Ontario. Since 1997, Dave has been the Founding Executive Director of YOUCAN and was the youngest CEO of a national non-governmental organization. YOUCAN is a non-profit organization with a mission to equip and inspire others to peacefully resolve conflicts and develop healthy relationships in their communities. YOUCAN has become one of Canada's leading national organizations run for youth, by youth. Dave's commitment to youth empowerment and conflict resolution has made a significant difference in the lives of Canadians. "His commitment to teaching our youth alternatives to violence clearly demonstrates the positive impact of conflict resolution practices," says Correctional Service of Canada's Commissioner Keith Coulter. "The participation of youth to support innovative and fresh approaches to conflict resolution in corrections is fundamental to the future of our communities and to public safety."

Yasmine Félix

Yasmine Félix was born and raised in Montreal. She graduated in Computer Studies at College de Bois-de-Boulogne and undertook a bachelor's degree in teaching school and social adjustment at the Université du Québec à Montréal (UQAM). She is currently doing a master's degree in Distance Education through Télé université, the distance learning university affiliated with UQAM. Yasmine believes in the importance of making education

accessible to everyone, in every region of the world. Her thesis focuses on the technological needs of the distance learner and aims to discover, in light of the plurality of technological tools offered to students, which one could in fact help or adversely affect them in their learning process. Hence, she will be able to propose alternatives to learning institutions to better support students and eventually make education more accessible.

Laura Franceschini

Laura is from Edmonton, Alberta. She completed her B.Sc. and BA at the University of Alberta, majoring in both Biological Sciences and Psychology, and also holds a post-graduate diploma in Environment with a focus in International Development from McGill University. Her undergraduate research focused on the faulty cost-benefit analysis behind large dam development. A lover of languages, Laura is fluent in French, has studied Spanish, Swedish, German, and American Sign Language, and is currently taking Kiswahili classes. Her avid interest in other cultures has led her to travel all over the world. She had the opportunity to spend a year studying International Media and Communication at Uppsala University in Sweden, and recently spent six months volunteering for the World Wildlife Fund in India. Keen to be a conscious global citizen, Laura has volunteered for a host of other socially-minded organizations throughout her life. Currently, she is working as a sustainability coordinator for a large international firm, helping to make its internal practices more environmentally responsible.

Kimia Ghomeshi

Kimia Ghomeshi was born in Tehran, Iran, and moved to Canada when she was six years old. Kimia completed a degree in International Development Studies, with a Latin American focus, and has recently worked in Central America. There, she had two particularly memorable experiences: working with an environmental NGO in Panama called *Fondo Peregrino*, and her exchange with one of Panama's many indigenous peoples, the Kuna. Being an Iranian immigrant to Canada and having worked and studied in various environments, Kimia has encountered many issues related to intercultural dialogue and global themes, such as food security, climate change issues, and online social networking. Kimia has a great passion for learning languages, and currently speaks English, Spanish, French and Farsi. She also enjoys dancing, reading, and doing photography in her spare time. Currently acting as National Coordinator for Creating Local Connections (CLC) Canada—a a TakingITGlobal initiative—Kimia has strong contacts with various youth organizations and is well aware of issues faced by Canadian Youth in different parts of the country. Kimia is a member of the Canadian Commission for UNESCO's Youth Advisory Group and was selected to be one of the two Canadian delegates to participate in the 1st UNESCO Youth Forum for the Americas held from September 9 to 15, 2007, in Mexico.

Christine Girard

Christine Girard earned a bachelor's degree in International Studies from Université de Montréal in 2006. Currently a program officer for university engagement at Oxfam-Québec, Club 2/3, she has been engaged in youth-related activities for many years (volunteer experiences with Collège Frontière, interim volunteer in high schools, internship as a training assistant for a model parliament in Rwanda, etc.). Christine possesses vast experience as a

volunteer for many organizations working on literacy, youth engagement and international cooperation. In 2006-2007, she did a youth internship in Bolivia, teaching English and computer sciences in a rural area. In her current mandate, she informs, raises awareness and engages university students in issues like poverty and social justice, and supports citizen engagement.

Wojciech Gryc

Wojciech is the founder and director of Five Minutes to Midnight (FMM), a non-profit organization that gets youth involved in human rights through media and journalism. In the last two years, he has helped organize and run media and technology training projects in Chad, Brazil, and Kenya. This work has made Wojciech an ardent supporter of open source software and information and communication technologies for development (ICT4D). He is a recent graduate of University of Toronto, where he studied international development and mathematics. He is currently working for IBM Research, where he is focusing on social network analysis and mathematical modeling. Wojciech has been involved with the Canadian Commission for UNESCO for two years now, beginning as a member of the Youth Advisory Group and later joining the Sectoral Commission on Culture, Communication, and Information. He has been selected to be one of the two Canadian participants in the 5th UNESCO Youth Forum held in Paris, France, from October 12 to13, 2007.

Andrea Gunraj

Andrea Gunraj is the outreach manager for the Metropolitan Action Committee on Violence Against Women and Children (METRAC) in Toronto, Ontario. She has several years of experience doing community development work, focussed on issues of violence against women and children, youth violence prevention, and sexual and reproductive health. Andrea has experience with program development and coordination, accessible public education for diverse communities, and group facilitation. She has a master's degree in Criminology and studied with a focus on gender based violence and critical race analysis.

Micaela Hardy-Moffat

Micaela Hardy-Moffat is a second-year undergraduate student at Concordia University who is working towards a degree in Women's Studies and Anthropology. Having had the opportunity to contribute to a UNESCO-funded project for youth HIV and AIDS awareness, she has become increasingly conscious of the importance of education among today's young people. By encouraging exchanges and exposure between world cultures, she feels that conflict could be avoided on all levels, and that world history could be enriched in such a way that tomorrow's children would have no concept of the words "stigma," "racism," and "discrimination." Micaela hopes to pursue a career in implementing educational curricula, such as the promotion of literacy and the arts, for underprivileged and struggling children. The empowerment gained from learning opportunities is undeniable, and the potential that such opportunities have for enhancing the planet are endless.

Amy Haysom

Amy Haysom is the youth global liaison at the Centre for Global Studies, University of Victoria. Since 2002, she has been active in international affairs, focusing on effectively implementing youth voice in policy-making. In 2002, she worked with hill tribe child and youth rights in Thailand through the Institute for Child Rights and Development, coordinated youth at the 2003 UNICEF/Plan International Southeast Asia Birth Registration Conference, led youth to an international peace conference in Hungary, and was speaker at the Global Quest for Peace in Bali 2004 with Nobel Peace Prize laureate, Desmond Tutu. She has been teaching at the Waldorf School in North Vancouver for the last two years; however, she is taking a sabbatical to prepare to further her studies. Amy has been involved in the Canadian Commission for UNESCO's Youth Advisory Group since 2005 and joined the Sectoral Commission on Culture, Communication, and Information a year later. Her passion is learning and inspiring others in world culture (drumming, dancing, and music) as a means of facilitating peaceful intercultural communication.

Alexandra Heeney

Alexandra Heeney is entering her second year as a student in Engineering Science at the University of Toronto (UofT). In the summer of 2007, she worked for the UofT Engineering Science Office to enhance the high school science outreach programs that UofT offers. To meet this need, Alex developed a two-week program to engage young people in thinking about global problems and developing strategies for solving them using engineering design and systems thinking. This work at the Engineering Science Office was based largely on a program she attended last summer in New York City, The Design Science Lab, where participants develop strategies for meeting the UN Millennium Development Goals. Alex's focus at the Lab was on sustainable development, particularly in relation to energy conservation methods—both technology and education. Alex was also involved with the UofT Astronomy and Space Exploration Society in her first year of university as the head of outreach and founder of the high school outreach programs. She founded the Society's outreach programs, in particular, a magazine about space and astronomy, written entirely by university students and distributed to high schools across the GTA.

Christian Hudon

Christian Hudon studied Computer Engineering and Business Administration at Université Laval and is now doing an MBA at that same university. Manager of international, social and educational projects for the past eight years, Christian is the coordinator of *Managers sans frontières* [Managers Without Borders], created in 2005. The organization's mission is to develop professionals in management for international development and humanitarian organizations.

Antoine Huss

Antoine Huss holds a joint MA in Anthropology from the Université March Bloch in France and Concordia University in Canada, focusing on the transformation of cultural identities throughout the migration process. This led him to work as a researcher and community organizer for immigrant/refugee-serving organizations, including the Canadian Council for

Refugees. After moving to Ottawa in 2004, Antoine started working at the national and international levels as a program officer for development organizations like the United Nations Association in Canada and the Canadian International Development Agency, in addition to working as a consultant for the Food and Agriculture Organization of the United Nations. In 2007, Antoine started working as a policy analyst for the Multiculturalism and Human Rights Branch at Canadian Heritage, with a particular focus on second generation youth. Antoine has also incorporated his own translation company and is registered with development organizations like CARE Canada and Right to Play, as well as working as a certified French Oral Interaction Assessor for the government of Canada. On a voluntary basis, Antoine is contributing his expertise and passion for peace and development by working with the Canadian Commission for UNESCO, the Society for International Development, the National Youth Anti-Racism Network, TakingITGlobal and the Millennium Scholarship Foundation.

Kirsten Jordan

A graduate of McGill University in Montreal, Kirsten Jordan is TakingITGlobal's Online Community Partnerships Coordinator and is responsible for maintaining and facilitating the partnerships the online community may have. Since she has joined TakingITGlobal, she has attended many events on their behalf, including the most recent Commission on Sustainable Development and the World Bank's Youth Open House. She is also on the GAID preparatory committee for the Global Forum on Youth and ICT that will be held in Geneva in October 2007. Kirsten was also one of the speakers at the United Nation's International Youth Day event this year. One of the issues that interest her the most is creating a world in which we all communicate and learn from one another. "Open Doors, Open Minds" is a motto she saw while living in Dubai and she thinks that this is a great philosophy to have. In her spare time, she is the co-chair of the McGill Young Alumni in Toronto and also volunteers as a pace leader for a half-marathon running group.

Rebecca Jules

Rebecca Jules is Secwepemc from the interior of B.C. She recently completed the Criminology Honours Program at Simon Fraser University, with an extended minor in Psychology. As a young person, she was inspired to get involved in the community facilitating workshops on alcohol and substance use issues, self-care and parenting, and violence prevention strategies while promoting empowerment. She currently works in various youth worker/advocate positions in Vancouver with Aboriginal youth. As Roving Leader–Britannia Centre, she has coordinated various cultural and leadership programs for Aboriginal youth focusing on peer support, life skills, violence prevention, urban arts and cultural awareness.

Sara Kendall

Sara Kendall is a facilitator of arts-based and empowerment-focused processes. Much of her work is dedicated to youth-oriented and youth-driven initiatives; all of her work comes from a passion for joining creative expression with personal development in the context of supportive community. Sara coordinates A People's Project, the Vancouver Child and Youth Rights Monitoring initiative, and Peer Perspectives, a project of the Access to Media

Education Society that uses story-telling media created by youth of colour, First Nations youth and queer youth in participatory anti-racism and anti-homophobia workshops for youth and educators. Some other organizations for which Sara facilitates include Momentum, an urban arts empowerment and social change facilitation collective; Power of Hope, inter-cultural/generational arts-centered awareness and empowerment multi-day programs for youth; Projections, mentorship partnering with professionals from the film and television industry with street-involved youth in Vancouver's Downtown Eastside, and Diversity through Hip Hop, self-discovery and education workshops with incarcerated youth. Sara's practise in circus, spoken word and music inform her work on all levels; she is dedicated to continual learning, and looks forward to more sharing, playing, thinking, and making…an open invitation!

Michael Lafleur

Mike Lafleur has a master's and a bachelor's degree in Education from Brock University, a certificate in Advanced Dispute Resolution from York University and a bachelor's degree in Kinesiology from McMaster University where he graduated valedictorian. As a university student, he volunteered with the Global Youth Network in Peru and Venezuela. As a member of the Ontario College of Teachers, he was a teacher with the Hamilton Wentworth Catholic District School Board, teaching at both the primary and secondary school levels. In Namibia, he was the Child Speak Coordinator, facilitating the exchange of student projects between Canadian and Namibian schools. In conjunction with Taking IT Global, he facilitated The Role of Canadian Youth in Achieving the MDGs open forum in Toronto and was a member of the War Child Canada Fund Development Team. Currently, Mike is the education development officer with the Centre for Affordable Water and Sanitation Technology, responsible for developing curricula and training materials pertaining to water, hygiene, and sanitation education for developing countries. Originally from Hamilton Ontario, he currently resides in Calgary, Alberta.

Sonika Lal

Sonika Lal has worked primarily on women's rights, sexual and reproductive health and rights, and HIV/AIDS. She is currently Project Coordinator, Policy Development, with the Canadian Treatment Action Council, an organization that works on access to HIV/AIDS treatment. Sonika graduated from McGill University in International Development and Environmental Science Studies and did her thesis on "Education Entertainment: Global Pro-social Soap Operas" inspired from co-hosting a radio show on CKUT Montreal. She then worked in India for a year on women's education projects. Sonika sits on a number of youth committees and last year worked on youth leadership programming at the International AIDS Conference in Toronto. She has also worked with the Canadian Federation of Sexual Health, managing their emergency contraception campaign and policy work at Action Canada for Population and Development (ACPD) based in Ottawa. Sonika has participated and coordinated various training sessions and conferences in Canada and abroad, including the Youth Coalition's forum on the UN Millennium Development Goals in May 2005 in Buenos Aires. She believes in the strength and leadership of young people and encourages all sectors to participate in understanding, creating awareness and acting on social justice issues including the media and other corporate sectors.

Marie-Eve LaRocque

Marie-Eve LaRocque received the Prix Jeunesse Thomas-Godefroy from the *Association canadienne-française de l'Ontario (ACFO)*, Prescott-Russell Chapter, in March 2006, and was recognized at the Francophone banquet for her contribution to Franco-Ontarian youth. She earned a certificate in Community Leadership and has been working as a project officer for the Economic Development and Employability Network of Ontario (*RDÉE Ontario*) since January 2002. Through her work at *RDÉE Ontario*, she has supported several projects, including a Francophone Youth roundtable in the United Counties of Prescott-Russell as well as the *Destination Carrières Ontario* project, which promotes young Francophone employees in Ontario. In March 2004, Marie-Eve was a member of the selection committee for prizes for young Canadian leaders awarded by Agriculture and Agri-food Canada, and took part in a rural conference for Canadian youth in Orillia where she presented the realities of youth living in rural or remote communities in Canada. Marie-Eve currently sits as administrator on the board of the *Commission de formation de l'Est-ontarien* and the Richelieu Club of Embrun. Since completing her secondary education, she has been actively involved in numerous committees in her community.

Anne-Marie Lavigne

After completing a degree in Political Science from Université Laval and Université Libre de Bruxelles and a DESS in Management of Cultural Organizations at the Montreal HEC, Anne-Marie reinforced her specialization in cultural policies and digital creation by working with major cultural organizations in North America and Europe. These experiences led her to orchestrate cultural projects in Argentina, Mexico and China. Since 2005, Anne-Marie has been involved in the conception and coordination of projects of digital creation and development in South Africa and Mozambique, where she also conducted research on the issues of identity construction and creation in a globalizing world.

Sheridy Leslie

Sheridy is majoring in both Psychology and Law and Society at York University in Toronto. She holds a previous bachelor's degree in Biotechnology with a minor in Anthropology from the University of Toronto. Sheridy first became passionate about social justice and cross-cultural issues as a director for food security issues on the Hart House Social Justice Committee. In 2005, Sheridy was approached by Hart House to organize and lead the University of Toronto's first Social Justice International Retreat to Cuernavaca, Mexico. At the same time, Sheridy was active in other communities as a participant with the Duke of Edinburgh Award Challenge where she had the opportunity to build houses with Habitat for Humanity in Bridgeport, Connecticut, learn French, and conduct her own field research project in the United Kingdom. For the past year, she has been working with the online global youth community at TakingITGlobal.org as a stories member's editor. She is currently completing a 10-month editorial internship with TakingITGlobal for their "Understanding the Issues" section. All these experiences, along with her current and past academic pursuits, have helped to develop Sheridy's drive and commitment to issues on cultural diversity and dialogue among peoples and civilizations.

Molly Lynes-Ford

Molly Lynes-Ford is an educator, learner, programmer and writer. She currently works for Check Your Head, a non-profit youth organization that educates for Global Hope and Local Action on social and environmental justice issues related to globalization. Molly is eagerly awaiting the outcome of UNESCO's General Conference.

Michele Aziza Magendo

Michèle, who is 21 years old, was born in the Democratic Republic of the Congo and has been living in Canada for almost six years. After completing her secondary education at De la Salle, she enrolled in University of Ottawa's Health Sciences program with a minor in Business Administration. Three years ago, she and several other young people launched the *Association des étudiants congolais de l'Université d'Ottawa* to promote the culture of the Congo at the university and to provide a meeting place for students of Congolese origin. Michèle is also an active member of the AfroCanadian Association, an organization with a mandate to promote AfroCanadian culture in the National Capital Region. In 2006-2007, she worked for the National Capital Commission as an information officer and guide, an experience that enabled her to meet people from all corners of the world, from whom she learned a great deal.

Jinny Mailhot

Jinny Mailhot, a member of the Canadian Commission for UNESCO's Youth Advisory Group since 2005, holds a degree in Political Science from Université Laval and will complete her studies with a master's degree in Religious Sciences, specializing in pluralism studies. She participated in the fist edition of the International Summer School on the Americas organized by the Inter-American Studies Center of Université Laval and in several conferences and symposiums on cultural diversity. In 2006, she took part in the 3rd World Urban Forum organised by UN-Habitat and in the youth forum that preceded it. Jinny was very active in the student's movement during her studies. She also distinguished herself at the National Model United Nations, held every year in New York, where she was rewarded twice: first as a delegate and then as a faculty advisor. Jinny is currently in the process of developing a solidarity cooperative in the leisure industry for youth, combining her passion for social engagement and entrepreneurship. She is the coordinator of the Les Sources Regional County Municipality's action collective against poverty. Jinny will be participating in the 5th UNESCO Youth Forum to be held on October 12 and 13 in Paris, France.

Angie Mapara

In 2004, Angie graduated from Queens' University where she received a medial degree in Development Studies and Political Studies. Involved in the Canadian Red Cross Society since she was just 12 years old, Angie acted as Advisor to the Youth Program at the Ontario Zones and worked with the Jordan Red Crescent National Society where she assisted in capacity building projects. Throughout her years of involvement with the Red Cross, she has specialized in human rights education, focusing on topics such as landmines, children affected by war, international humanitarian law and disaster response. In 2004, Angie worked for the International Federation of Red Cross and Red Crescent Societies to the United

Nations as Advisor to the Head of Delegation. She was responsible for monitoring the activities of the General Assembly Plenary, Third Committee (Social, Humanitarian, and Cultural) and the Security Council. Angie was also involved with the Lester B. Pearson Peacekeeping Centre, facilitating numerous sessions designed to engage military officers from around the world as well as sessions on negotiation, gender, and the role of various actors. Involved with the Canadian Commission for UNESCO since 2005, Angie is a member of the Canadian Commission for UNESCO's Youth Advisory Group and the Sectoral Commission on Education.

Emmanuelle Marceau

Emmanuelle Marceau was born in Montreal. After completing studies in Civil and Common Law at McGill University, she undertook graduate studies in Ethics and Philosophy at the Université de Sherbrooke. She graduated in Applied Ethics and recently submitted her master's thesis in Philosophy on civic education. In addition to her engagement with the Canadian Commission for UNESCO, since 2003, Emmanuelle has accumulated significant experience as a research assistant, ethics of research collaborator, high school mathematics teacher and project officer for the *Association pour la recherche au collégial* (ARC). She recently became a college philosophy teacher and a lecturer in vocational development at Université de Sherbrooke in the context of the introduction of ethics and religious culture courses in Quebec. Finally, Emmanuelle often acts as a facilitator and moderator for different organizations, including the Canadian Commission for UNESCO, the *Centre interuniversitaire de recherche en éthique appliquée* (CIRÉA) and the *Association des praticiens en éthique du Canada* (APEC). As shown by her curriculum, she has a strong interest in ethics, philosophy and education.

Justin Martel

Justin Martel is from the Saint-Hyacinthe rural region. Over the years, he combined work, school and academic engagement, especially during his studies at the Cégep de Saint-Hyacinthe. During his studies, Justin was involved in the swimming team and the student cooperative, of which he was a Board member. He was also part of Junior Team Canada, with which he participated in an economic mission in Singapore, Malaysia. The aim of the mission was to develop new markets and diversify commercial partners. This selection led him to develop an interest in international organizations. Since then, Justin has participated in two model parliaments at the Quebec National Assembly, once as a deputy and then as deputy leader. He also represented the Montreal region, Canadian Heritage at the Global Youth Ambassador Caucus in Ottawa. Justin later entered the Montreal HEC but remains very much involved in other activities. Last year, he received a Canada Millennium Scholarship following a community project that he developed to introduce children and youth with an intellectual disability from poor areas to swimming. In addition, for the past two years, he has organized the National Drowning Prevention Week for the *Corporation Aquatique Maskoutaine* and was awarded the Drowning Prevention Ambassador Prize by the Quebec Branch of the Lifesaving Society. Justin is a lifeguard at the Montreal's Olympic Park.

Denis Mimeault

Originally from Gaspésie, Denis Mimeault has always been passionate about education, science and technology. During high school, he participated in numerous science fairs and was involved in organizations working with youth. He later undertook studies in Natural Sciences at the Cégep François-Xavier-Garneau where he engaged in projects like the students' radio, the students' newspaper and the outdoor club. A nature lover, he did his undergraduate studies in Forest and Environmental Management at Université Laval. His studies helped him to better understand the different issues related to sustainable development, the conservation of nature and the implementation of protected areas. During those years, Denis devoted his leisure time to climbing and later became a climbing instructor while taking part in numerous national contests. After graduating, he oriented his career towards high school teaching and worked as a science and mathematics teachers for students with behavioural and learning problems. He currently works as a scientific educator at La Boîte à Science, an organization that aims to interest youth in science and technology.

Alice Miro

Alice completed a B.Sc. in Integrated Sciences (Ecology, Geography, and Economics) from the University of B.C. She worked for several years at the UBC Sustainability Office, writing project proposals, consulting the public on social, economic and ecological issues, and involving neighbours, businesses, academics and students in the sustainability of our communities. While an undergraduate student, she was Founding President of *Sprouts*, a student-run social enterprise providing the UBC community with affordable, ecologically and socially responsible food, as well as education about health and sustainability. In 2005, she joined the Board of Directors of the Youth Environmental Network, a national organization based in Ottawa; The Food Project Cadre, a North America-wide youth leadership network focusing on the implementation of policies and programs that promote access to healthy food, and the Youth Advisory Group of the Canadian Commission for UNESCO. From 2004 to 2006, she worked at the UBC Learning Exchange, a community engagement initiative in Vancouver's Downtown Eastside. Alice coordinates strategic initiatives such as arts- and sustainability-related Community Service-Learning projects in schools, connecting inner city children with UBC students. Since summer 2006, she has been working as Manager of Foundations Relations at The Food Project. This is a Boston-based non-profit that brings together youth and adults from a mosaic of racial and economic backgrounds to build healthy, sustainable food systems for us all.

Karine Morin

Karine graduated with a master's in Business Administration in International Management from Université Laval after having completed a bachelor's degree in Commerce. During her studies, Karine took part in Junior Team Canada Missions to South Korea and Japan, and was selected as the Canadian youth representative to accompany the Minister of International Trade during an economic mission to India. Brazil, Spain and Peru are other countries where she also pursued business-related student projects. More recently, she volunteered as a short-term observer for the International Mission for Monitoring Haitian Elections, and was a team member of the first CIDA-funded mission to monitor the

Ukrainian elections. To complete her elections monitoring experience, she has enrolled in UN Peace Support Operations courses. Her current position as Senior Advisor on Latin America and India issues within the Earth Sciences Sector at Natural Resources Canada has given her the opportunity to act as the sectoral expert coordinator on earth sciences and disaster management for the India–Canada Science and Technology Cooperation Agreement, and to be part of official Canadian delegations to international conferences such as the Eighth United Nations Regional Cartographic Conference for the Americas. Karine is looking forward to participating in the roundtable on science and technology for sustainable development during the next UNESCO youth consultation in Ottawa.

Justin Muir

Justin Muir is an arts administrator, curator and director. He graduated with honours in Visual Arts from the University of Victoria in 2004. He worked as the executive director of the Langley Arts Council from 2005 to 2007. He currently works as the business manager for the Federation of Canadian Artists on Granville Island in Vancouver. He is also the president of the Helen Pitt Gallery in Vancouver, and is on the Board of Directors for the Assembly of BC Arts Councils. In 2006, he founded Balcone, a non-profit art society dedicated to the promotion and support of Canadian artists outside of conventional gallery structures. He is primarily interested in contemporary art's precarious potential to both impel and expel social engagement, collaboration, and intervention between culturally diverse peoples. His career objective is to contribute to the enhancement of Canada's cultural capital by introducing innovative new programs to non-profit arts organizations. By merging divergent artistic institutions and ideologies, he continues to explore new territory for the understanding and function of art in our society.

Mirwais Nahzat

Mirwais Nahzat is the founder and President of the Afghanistan Peace Ambassadors (APA), an independent network of Canadians dedicated to fostering public awareness about the humanitarian situation in Afghanistan. Originally from Afghanistan, Mirwais has volunteered and worked with several non-governmental organizations, including the Dominion Institute, Canadian Policy Research Network (CPRN), Centre for International Governance Innovation (CIGI) and World University Service of Canada (WUSC). Mirwais is frequently called upon by CBC television and CTV News—among others—to speak about Canada's role in Afghanistan. He is the recipient of the City of Ottawa's Distinguished Civic Award for Humanitarianism. In 2006, Mirwais graduated from the University of Ottawa with a specialization in Public Policy and Governance. Currently, Mirwais works with the World University Service of Canada (WUSC), and is a member of Future Generation Canada's Board of Directors.

Erin Nesbitt

Erin Nesbitt first became involved with youth participation in international development though Youth Challenge International (YCI) as a volunteer in Guyana. She went on to complete her undergraduate at the University of Guelph, majoring in International Development and specializing in Rural Extensions. Erin has worked extensively in

community development with local social service organizations and internationally in leading teams of youth in community projects. Erin recently completed a master's in Adult Education with a focus on Comparative, International and Development Education. Erin has re-connected with YCI as Youth Engagement Manager, working to keep young Canadians engaged in important global youth development issues.

Kara O'Brien

Kara O'Brien is currently working on issues related to child participation (Article 12 of the *United Nations Convention on the Rights of the Child*), as Girl Engagement Coordinator at Girl Guides of Canada – Guides du Canada where she is developing strategies to engage girls and young women in decision-making processes and program development. She is a graduate of McMaster University's Honours Arts & Science program and has completed academic and volunteer terms in Kenya with McGill University and the Kenya Girl Guides Association. As a Child Rights and Microfinance Research Associate, Kara worked on a project called PPIC-Work (Promoting and Protecting the Interests of Children who Work) in Egypt through the Canadian International Development Agency (CIDA) internship program. Kara has been a returning facilitator at the UNESCO Chair Intergenerational Leadership Programme: A Global Intergenerational Forum at the University of Connecticut since 2005.

François Ouimet
Fédération de la jeunesse franco-ontarienne

Not provided.

Ajmal Pashtoonyar

Originally from Afghanistan, Ajmal Pashtoonyar is the 1998 recipient of World University Service of Canada's (WUSC) Student Refugee Sponsorship. Ajmal was sponsored by the College of the North Atlantic Burin Campus in Newfoundland and a graduate of Memorial University, majoring in Political Science. In 2002-2003, Ajmal was one of 10 Provincial Youth Mine Action Ambassadors in the International Campaign to Ban Landmines, studying mine action in Bosnia Herzegovina and conducting educational outreach in Newfoundland and Labrador. Ajmal also involved with Inuit students in Labrador and received a provincial proclamation. Ajmal has volunteered with various social justice organizations, including the Canadian Red Cross, Oxfam Canada and Save the Children in London, UK. In 2004-2005, Ajmal worked with the United Nations High Commissioner for Refugees (UNHCR) in Geneva, developing a policy paper on refugee youth and representing the agency at the international consultation on World Programme of Action for Youth in Portugal. In 2006, Ajmal was the focal point on youth at the United Nations Development Programme (UNDP) in Kenya, focusing on good governance, human rights and civic education projects. On behalf of UNDP Kenya, Ajmal also participated in African youth development initiatives in Uganda and Ethiopia. Ajmal is currently pursuing his LL.B. (Common Law) degree at the Faculty of Law, University of Ottawa, and is working on youth outreach at the Department of Foreign Affairs. In pro bono capacity, Ajmal assists the Humanitarian Issues Program of the Canadian Red Cross and is the news editor for Inter Pares, the Common Law student newspaper at University of Ottawa.

Mirco Plante

Mirco Plante holds a bachelor's degree in Biology (biotechnology). He completed a master's in Pharmacology (cardiovascular system). During his master studies he had the chance to participate in international scientific congresses (including one in Edinburgh, Scotland) and to publish many scholarly articles. After completing his master's degree, Mirco enrolled in a Ph.D. in Molecular Biology. One year later he decided to stop his studies and to leave for France to reflect on his future. During this time, he notably visited the UNESCO Headquarters in Paris. Upon his return, he completed a micro-program in Post-Secondary Education. Mirco is currently studying Philosophy (minor, part-time) and has taken Tai Ji Quan (Yang style) classes for the past two years. Professionally, Mirco occupied different positions throughout his studies including a chess instructor for the *Association Echecs & Math* and Scientific Animator at the Armand-Frappier museum. He also worked with Greenpeace. Mirco is currently a college biology teacher in the Montreal region. Involved in different organizations, he has been President of the Association of Students in Biology of Université de Sherbrooke and is now involved in his college's Green Movement.

Sanya Pleshakov

Sanya holds a BA with a major in History and a minor in Spanish from McGill University. She has a strong background in education, having worked in primary schools and with adult learners. Her background combined with her interest in history has led her into the field of heritage preservation and museum learning. She has had the opportunity to work around the world in many different communities. Sanya has conducted research in New Zealand with Maori communities on the topic of collaborative exhibitions. She also worked at the National Museum of Malawi, developing and implementing rural outreach programs with school children. These were innovative programs that relied on traditional media to communicate contemporary topics. Sanya was later able to return to Malawi as an organizer and presenter at the Group for Children in African Museums 2005 Workshop. Currently, she is working with the Suquamish Tribe near Seattle to develop a museum for their community. Sanya enjoys contributing her spare time through volunteering. She is currently part of UNICEF's Speakers' Bureau for which she regularly presents her work in Malawi on UNICEF-funded projects to school children and other volunteers. She has also worked with the Squamish Nation in Vancouver on their eco-cultural programs, which aims to teach the general public about issues affecting Aboriginal peoples. Sanya is currently an exhibit researcher and writer for AldrichPears Associates in Vancouver.

Benjamin Powless

Ben Powless is a 21-year-old Mohawk from Six Nations in Ontario. He is currently studying Human Rights, Indigenous Studies and Environmental Studies, with a focus on the Americas, at Carleton University in Ottawa. He also completed a year in an international exchange program, studying sustainable rural development between Alberta and Mexico, where he learned Spanish. He also had the opportunity to travel widely within Mexico, Guatemala and Nicaragua. He enjoys languages, traveling, new cultures, reading, biking, and turning his passions into opportunities. He has been involved with the Canadian Youth Climate Coalition since its inception, working at both the national level and with the Ottawa Chapter. He also been employed by and sat on the Board of Directors for the Youth

Environmental Network and is very involved in the local and national Aboriginal community, including serving as Youth Representative to the Board of Directors of the local Native Friendship Centre. He also works with the Indigenous Cooperative on the Environment and just recently joined the Youth Advisory Group for the Canadian Commission for UNESCO. He was one of two Canadian delegates at the UNESCO Youth Forum for the Americas, held in Mexico, from September 9 to 15, 2007. He aspires to eventually work in national and international issues involving indigenous rights, human rights and their interplay with the environment.

Ziadh Rabbani

Ziadh loves people. He strives for creative, positive change. He loves learning. People inspire and amaze him with what we can achieve when we put our heads and hearts together. Ziadh has been extremely fortunate to meet incredible leaders in Canada and across the globe who are working hard to make this world more sustainable. He truly feels like a global citizen as he does not really associate his identity with any particular nation. Ziadh was born in Saudi Arabia, his family is from India and Bangladesh and he grew up in Toronto. He is currently studying at the University of Ottawa in International Development Studies and just returned from a three-and-a-half-month internship in Zambia with Engineers Without Borders Canada. This incredible experience gave him new insights on sustainable development and rekindled his love of reading and asking questions. Ziadh is passionate about supporting those around him in becoming stronger leaders as he believes everyone has the ability to innovate creative new solutions to current challenges we face globally and locally. Oh, and he also love to laugh. He looks forward to meeting all the participants.

Paula Richardson

Paula is passionate about human rights and development issues, and engages in a variety of forums focusing on environmental, social and global awareness and activism. She completed a BA in Gender and Development from Guelph and an MA in International Conflict Analysis and Conflict Resolution at the Norman Patterson School for International Affairs. She has worked and volunteered for several development organizations including the United Nations Association of Canada, Youth Challenge International, The Otesha Project, The Global Change Game, The Caribbean Development Bank and World Inter-Action Mondiale. Paula currently designs and supports the implementation of development projects in Asia, Africa and the Americas as a Program Officer for CHF (formerly known as the Canadian Hunger Foundation) in Ottawa. Paula's latest community engagement activity involved participating in a street retreat where she joined 15 others from across the country to live on the streets of Canada's capital for three days and three nights to bear witness to the issues of homelessness. Paula believes that the solutions to global poverty must begin right in our own communities and she is determined to use her energy, ideas and enthusiasm to create positive change within herself and the world around her.

Erika Shea

Erika Shea is a recent graduate of Carleton University where she completed an MA in the School of Canadian Studies with a concentration in Women's Studies. Her MA research focused on the subversive potential of women's tattooing in Canada. She earned her undergraduate degree in Political Science from Saint Mary's University in Halifax. Throughout her time in university, Erika had the opportunity to work as a graduate research assistant and teaching assistant as well as to participate in Saint Mary's first production of *The Vagina Monologues*, the opening of the Saint Mary's Women's Centre, the Saint Mary's University Student's Association and the Saint Mary's Activist Coalition. Erika's academic interests include Body Politics, National Identity, Aboriginal Self-Government and Free Trade.

Dini Silveira

Originally from Brazil, Dini Silveira graduated from the University of Winnipeg with a four-year, double major degree in International Development and Environmental Studies. As a student, Dini coordinated a student-led, environmental project called SUNSET (Sustainable Earth Now, Sustainable Earth Today), and represented the student body as Vice-President Internal for the University of Winnipeg Students' Association, and as International Student Commissioner for the Canadian Federation of Students in Manitoba. She was also a student ambassador for her university, and a student representative at the Board of Regents. Internationally, Dini has volunteered for various non-profit organizations in Peru, including WUSC (World University Services of Canada). As a result of her experience working in a water and sanitation project with WUSC, Dini wrote a research paper titled "Using Common-Property Regimes as a Resource Management Strategy in the Developing World: the Case of Rio Grande, Peru," which she presented during the 2007 CASID Conference (Canadian Association for Studies in International Development). Dini has also proudly represented Brazil in the position of Female Adult Ambassador for the Brazilian Pavillion during Folklorama 2007 in Winnipeg. She is currently working for the Canadian CED Network (CCEDNet) as the Emerging Leaders Program Assistant in Victoria, B.C.

Adrienne Smith

After graduating from McGill University with a "do you want fries with that?" degree in Women's Studies and Anthropology, Adrienne worked as a professional volunteer and intern with several NGOs and non-profits before happily colliding with the Apathy is Boring project. As the project and administrative assistant, she is responsible for developing partnerships with like-minded organizations, soliciting in-kind donations and managing the offices in Montreal. Deeply committed to women's rights, she focused her activism during university on the Women's Studies Student Association, academically as an executive and artistically as Creative Director for their literary publication. She currently chairs the fundraising committee for RECLAIM, a Montreal adult literacy organization, and volunteers with Jewish Women International of Canada.

Tabatha Soltay

After an M.Sc. in Environmental Change and Management from Oxford, Tabatha Soltay joined the Ontario Public Service where her appetite for public service was whetted. She is now based in Canada's Capital Region where her day job is as a science and technology policy analyst at Environment Canada. Tabatha is also very active in youth and new professional engagement, especially within the public sector. Currently, she is National Vice-Chair of Environment Canada's Action Network (ECAN), an organization that provides opportunities for new and young employees to develop their career learn more about the department and meet like-minded employees. Prior to this, she was a founding executive member of TOPS, Tomorrow's Ontario Public Service. Tabatha also volunteered with Canada25 on two of their projects "From Middle to Model Power: Recharging Canada's Role in the World" and "Canadians and the Common Good: Building a Civic Nation through Civic Engagement." Tabatha is currently collaborating to build a community of practice among new professionals with the Institute of Public Administrators of Canada.

Patrick Ste-Croix

Patrick Ste-Croix was born in Outaouais, Quebec, of parents originally from Haiti. Now living in Montreal, Patrick works in the Aboriginal health sector at Health Canada. He is interested in many themes related to youth, including education to cooperation, leadership, identity construction and civic engagement. In the past, Patrick has worked for/participated in organizations like Canada World Youth, Katimavik, COOPSCO and the *Fédération de la jeunesse franco-ontarienne* (FESFO). Having worked with Parks Canada and at the Canadian Museum of Civilization, Patrick is excited about issues related to cultural heritage. In addition, he is engaged in the issue related to the integration of immigrants and, more broadly, of intercultural dialogue. Patrick holds a bachelor's degree in Psychology from University of Ottawa and is completing a master's in Project Management at the Université du Québec en Outaouais. He enjoys outdoor activities, volleyball and hockey. Patrick has been involved in the activities of the Canadian Commission for UNESCO's Youth Advisory Group since the fall of 2006.

Cameron Stiff

Cameron Stiff is a Canadian youth activist focused primarily on engaging society around the crucial issues of climate change and sustainable development. As a student at Concordia University, he studied Sociology, Political Science, Theatre and Design and worked with the Concordia Student Union and Sustainable Concordia, where he organized educational events focused on renewable energy, climate change and conscious consumption; developed the allégo Concordia program, which promotes sustainable transportation through targeted services and programs; and conducted a greenhouse gas emissions inventory of the university. He acted as a central youth coordinator for the United Nations' Climate Negotiations in Montreal in 2005, creating the Youth Convergence and Climate Justice Centre and acting as Student Representative for the December 3rd Montreal March for the Climate Organizing Committee, which saw over 30,000 people march in Montreal in support of stronger action on climate change. In 2006, he helped found the Canadian Youth Climate Coalition and then organized the Canadian Youth Delegation to the UN Climate

Negotiations in Nairobi, Kenya. In 2007, he worked with the Youth Environmental Network and the YMCA, developed a small-scale sustainability consulting business and opened a restaurant. He is currently focused on developing a greening plan for his Plateau Mont-Royal neighbourhood. He has traveled extensively in the U.S., Canada and East Africa and is fluent in French.

Zoe Todd

Zoe Todd is an M.Sc. student in Rural Sociology at the University of Alberta. She is also a global education assistant in the University of Alberta International's Global Education Program. She has volunteered with numerous organizations, such as the Seminar on the United Nations and International Affairs (SUNIA). She focuses her efforts mainly on working with organizations that address global education, environmental issues, and the issues that Indigenous Peoples face throughout the globe. As a Métis youth, she is extremely interested in addressing the issues that First Nations peoples face in Canada and how that relates to the experiences of Indigenous peoples worldwide.

Jimmy Ung

Jimmy Ung is studying Industrial Relations at Université de Montréal. He was the delegate for Academic Affairs in his program's students' association in 2006. Engaged in his community, he is currently the vice-president of *Forum Jeunesse Laval*, a regional consultative committee for youth created by the Quebec government. Jimmy has been involved with this group since 2005 and works to foster youth civic engagement. He has also been a member of the Horizon Jeunesse high school council since 2003 and he was President of the students' council in 2000-2001. Furthermore, Jimmy sits on the Board of the *Agence de la Santé et des Service Sociaux de Laval* and of the *Carrefour Jeunesse-Emploi de Laval*. He is also very engaged with the *Institut du Nouveau Monde*, an independent institute, non-partisan and non-profit aimed at renewing ideas and the leadership of public debates in Quebec. All these experiences confirmed to Jimmy that youth engagement within society is not only possible but necessary and enriching for all members of a community.

Mélissa Verrier Daunais

Mélissa Verrier Daunais completed a college degree in Social Work. She accumulated various experiences with youth from different environment and countries. Mélissa was a program officer for Katimavik. She also did an internship in Mexico with Québec Sans frontiers and in Burkina Faso as a volunteer cooperant. She will soon act as a promotion officer for the *Association Franco-Yukonnaise* in the Yukon.

Mark Vonesch

Mark Vonesch is the founder and director of Reel Youth, a non-profit organization that makes issue-based films with young people and tours Canada and parts of the States with a festival of youth-made films. Mark has produced hundreds of short animations and videos with schools and youth groups across the Pacific Northwest, empowering young people to speak up about the changes they wish to see in their lives, their community and the world.

The Reel Youth Film Festival is touring 24 locations this fall and has an audience of half a million.

Ivan Watson

Ivan Watson is a strong advocate of inspiring youth to develop leadership, conflict-resolution and peace-building skills and engaging people of all ages to promote vibrant communities through arts and cultural initiatives. As former President of the Youth Canada Association, Ivan oversaw a major national conference attracting over 500 youth, trained youth in facilitation, mediation and conflict resolution, and built partnerships such as developing the peace and conflict sessions of the 2006 UN-Habitat's World Youth Forum in Vancouver. Ivan lives in Victoria, where he has served on the Board of the United Way of Greater Victoria, graduated from the Leadership Victoria program and in Political Science from the University of Victoria, and served in a number of community leadership roles. He was a founding member of the United Way's Youth Advisory Council and in 2003, he spearheaded the inaugural "Youth Now" leadership conference that engaged youth in addressing pressing community issues. Ivan is completing his master's in Organizational Development and Leadership at Royal Roads University in Victoria, B.C., and currently serves on their Board of Governors. Throughout his career, Ivan has provided strategic policy and communications advice to municipal, provincial and federal leaders. Currently, he is employed as a communications professional with the B.C. Government's Public Affairs Bureau.

Stéfanie Wells

Stéfanie Wells is currently doing a master's degree in Urban Planning at the Institut d'urbanisme de l'Université de Montréal. She holds a degree in International Studies and Modern Languages from Université Laval, specializing in development and project management. Stéfanie studied social sciences at the Moscow State University in Russia, where she also taught French as a Second Language. Her participation in the Canada World Youth's North American Community Service Program in 2003 confirmed her interest in sustainable development and environmental education. Since then, Stéfanie participated in the educational and awareness-raising activities of *Univert Laval*, her university's environmental group, and in the 8th Canadian Annual Conference for Sustainable Campuses (Sierra Youth Coalition) at the University of Prince Edward Island. Following this experience and prior to her departure for Montreal, she coordinated and launched the Sustainable Campus project at Université Laval. Stéfanie believes that territorial planning in which management and development are related in order to establish for the area concerned the conditions necessary to increase the standard of living (economic development) while preserving and valuing the environment (natural, social and cultural) of communities is key to success and sustainability.

Jonathan Williams

Jonathan Williams is from Halifax, Nova Scotia, and is a student in the International Development and Globalization program at the University of Ottawa. Jonathan received the President's Scholarship for the University of Ottawa's Faculty of Social Sciences and a Provincial Millennium Excellence Award in 2007. In 2006, he completed a Canada World

Youth program, helping to educate underprivileged youth in Brazil and researching ways to promote economic expanded activity in rural Newfoundland. He is a member of Youth Challenge International's Volunteer Advisory Committee and creates educational materials on global poverty and the environment. Jonathan has worked in the environmental community as a youth educator and designed Climate Change programming for the Sierra Club of Canada. He has also participated in previous forums on economic development with youth in Nova Scotia. Jonathan has a certificate in Community Development and Cross-Cultural Relations from Cégep Marie-Victorin in Montreal and is fluent in English, French and Portuguese.

Christina Wong

Christina Wong earned her Honours BA in Environment and Society, Drama, and East Asian Studies at the University of Toronto in 2003, her MA with distinction in Arts Education at the University of Leeds in 2004, and is currently working on her Ph.D. in Ethnomusicology. While she's not throwing herself into academia, Christina writes and directs for the stage. Selected writing and directing credits: *The Magic Paintbrush* (Pass the Parcel Productions/Toronto Fringe Festival 2006), *And the Drum Continues to Beat* (Pass the Parcel Productions/Toronto Fringe Festival 2005), *Voices* (SMC Drama Society), and *Showdown Saloon* (SMC Drama Society).

Joanna Wong

Joanna Wong is a Chinese-Canadian journalist, youth worker and environmental educator. Joanna has worked with a child-rights NGO in Thailand, and recently helped coordinate a greenhouse building project in rural China with Tibetan youth for the Kham Aid Foundation. She currently works with the Environmental Youth Alliance in Vancouver, Canada.

Jennifer Yao
Student

Not provided.